GDA

CURRICULUM AND INFORMATION GUIDE 2005-2006

ACADEMIC REQUIREMENTS FOR DIPLOMA

I. Credits

A. Successful completion of 16 credits including required courses.

B. Two-semester majors = 1.0 credit; minors = .25 credit & one-semester majors = 0.5 credit.

C. Transfer credits require approval of the Academic Dean.

D. Repeated courses do not earn a new diploma credit but do count in the credit load for the semester or year.

II. Distribution Requirements

A. English-courses 11-12, 21-22, 31-32, 33-34 or as 31-32, and one in each semester from the 40s series.

B. Mathematics-courses 11-12, 21-22, and 31-32 or 35-36.

C. Social Studies-U.S. History and a two-semester course prior to U.S. History.

D. Foreign Languages-courses in 11-12, 21-22 and a third year in any one language. ESL students are not required to complete the foreign language requirement with permission of the Academic Dean.

E. Sciences-2 two-semester majors (including sc 11-12 if entering 9th grade) also sc 10 Life Skills, if entering 9th or 10th grade.

F. Fine Arts-Introduction to the Fine Arts in 9th grade; thereafter, one course in art, ceramics, music, photography drama/theatre or computer art.

III. Minimal Credit Load Per Year

A. 9th grade-5.5 credits.

B. 10th grade-5.25 credits.

C. 11th grade-5.0 credits.

D. 12th grade-5.0 credits.

IV. Other Requirements and Constraints

A. THE HUMANITIES PROGRAM REQUIREMENT Students are required to attend one on- and one off-campus humanities performance each semester that they attend the Academy.

B. THE COMMUNITY SERVICE REQUIREMENT Students must complete a minimum of fifty hours of community service. Students may do community service as an afternoon program commitment or they may create a community service project and perform the service over vacations. In the latter case students must provide adequate documentation of their work. Students may also earn community service credit by volunteering to help with the Special Olympics tournament, hosted by Governor Dummer, in both their Junior and Senior years.

C. THE AFTERNOON PROGRAM REQUIREMENT Students are required to participate in some offering of the afternoon program for every season during which they attend the Academy.

D. Programs for grades 10, 11 and 12 must include at least four major courses in each semester. The 9th-grade program is fixed at five major courses and one minor course.

E. Seniors must pass all two-semester courses regardless of total credits accumulated prior to the 12th grade, and may not fail a course in the second semester.

F. In two-semester courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.

G. Students may not drop-without-penalty, change, or add courses after the semester drop-add deadline.

H. Two-semester courses may not be discontinued at midyear, and no two-semester course may be changed beyond the 1st semester drop-add deadline. Requests for exceptions to this policy must be made in writing to the department head and Academic Dean. In all cases, the Academy reserves the right to determine appropriate placement.

I. Any student not meeting minimal academic achievement standards as outlined in the student handbook is subject to Academic Probation. Failure to meet the terms of Academic Probation or the terms of summer make-up work will render the student liable to dismissal from the Academy.

GDA

CURRICULUM AND COURSE DESCRIPTIONS FOR 2005-2006

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COURSE OFFERINGS AND EXPLANATORY NOTES

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. It is possible that a course listed herein will not actually take place if enrollment is deemed insufficient, or will change semesters if enrollments so dictate. Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details restrictions that may apply to students considering participation in the Senior Spring Projects Program.

COURSE DESIGNATIONS consist of a course number and a descriptive title, such as MA 21-22: GEOMETRY. An odd number is generally offered only in the fall semester; even numbers in the spring semester. A course with a single number, such as HS 45: RUSSIAN HISTORY, is a complete course in one semester. A two-number course, such as SC 21-22: BIOLOGY, is a year-long course requiring enrollment in both semesters. All courses listed in these pages are major courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as minor courses (0.25 credit per semester).

The Governor Dummer curriculum does not utilize "ability grouping" or "tracking by ability." However, there are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for the student with outstanding strengths and high motivation.

ACCELERATED SECTIONS exist in the foreign language program, indicating greater challenge and competition relative to regular sections. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied.

HONORS SECTIONS in upper-level mathematics signify more demanding sections of these courses. The honors designation in mathematics is earned by selection by the department faculty.

THE ADVANCED PLACEMENT POLICY The Advanced Placement Program of the College Board, designed to offer greater challenges through rigorous coursework to able and ambitious students, encompasses the most demanding coursework that we offer. Such courses include an additional 90-180 class minutes/week. Students have additional work over vacation periods, including the summer. All students who take an advanced placement course must sit for the AP exam in May.

Each academic discipline offers at least one Advanced Placement course, for which there may be multiple sections. Students are selected for Advanced Placement courses based on past achievement, evidence of commitment to learning, tested ability, and departmental recommendations. While a student might desire to take an Advanced Placement course, GDA reserves the right to select students for our Advanced Placement courses. GDA also reserves the right to remove a student from an AP course at the semester break if the quality of that student's work and work ethic does not meet the challenging caliber of these intensive and extensive courses.

It is our goal to place students in classes at all levels for which they are appropriately prepared and at which they are sufficiently challenged.

COLLEGE ENTRANCE REQUIREMENTS Because our students plan to attend college, entrance requirements be kept in mind when selecting courses. In many instances these requirements may exceed the Academy's minimum requirements for graduation. The College Handbook and the catalogs of the individual colleges are sources of information, as are the departmental notes throughout this pamphlet.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum, to take the extra history course, to be sure to include a lab science in the junior and senior year, and to aspire to accelerated, honors, or AP sections.

Because many colleges require candidates to take the SAT II-Subject Tests-in addition to the SAT I-in at least three different areas (usually writing; mathematics; and one in foreign language, American or European history, or science) by December of the senior year, courses should be chosen with this in mind. Our students normally take the SAT II on two dates: in June of the junior year and in the fall of the senior year. A few sophomores find it advantageous and are advised to take one or two SAT II-Subject tests upon completion of the appropriate courses.

CHOOSING A PROGRAM OF STUDY Decisions concerning the selection of courses are made in consultation with the student's advisor. Choices are made at the end of the ninth and tenth grades and have a very important impact in the two crucial years-junior and senior-of the college admission process.

ENGLISH DEPARTMENT

EN 11-12: FRESHMAN ENGLISH (TWO SEMESTERS) This course is designed to help students develop sound, individual writing styles and to gain confidence in their own evaluations of literature. It is a year of exposure to themes of adolescence, journey, fidelity, and individuality by examining the questions that all societies ask. Two core texts, *The Odyssey* in the first semester and *Romeo & Juliet* in the second semester, help students to explore questions about creation, death, honor, governance, religion, and heroism. Students will practice writing critical analyses, personal and creative essays, and poetry through informal weekly writing assignments and formal compositions. Students will also study vocabulary weekly, a practice that will continue through a student's four years at GDA. Competency examinations in both vocabulary and grammar will be given in this course, examinations which will be repeated in varying forms and at varying periods during the four-year study of English.

EN 21-22: SOPHOMORE ENGLISH (TWO SEMESTERS) The Sophomore English curriculum encompasses the exploration and development of personal voice through both the study of the character's voices in literature as well as a broad range of writing assignments. Students will begin the year reading *The Catcher in the Rye*, which will serve as both an organizing framework for the course and as a springboard for studying voice. As the year progresses, students will analyze texts that Holden Caulfield discusses in Salinger's novel. Using Holden as a literary guide, students will be able to explore the archetypes for Holden's character as well as discover models for their own voices. Readings will include Shakespeare's *Hamlet*, Dinesen's *Out of Africa*, Lardner's short fiction, and Fitzgerald's *The Great Gatsby*. Students will study World War One poetry to complete a joint history/English project, and they will also read other works of contemporary fiction. In addition, throughout the year, students will complete a grammar and vocabulary program.

EN 31-32: JUNIOR ENGLISH (TWO SEMESTERS) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of form and style. Junior students will read carefully, write honestly, and discuss courteously the question: How does a person grow up in the America? We will consider the problems of achieving an effective and authentic identity in the stress of a culture which values Emersonian "self-reliance" but which also locates individuals as members of various groups and cultures. Texts include but are not limited to *Their Eyes Were Watching God*, *An American Childhood*, "On the Duty of Civil Disobedience," "Bartleby the Scrivener," "The Yellow Wallpaper," "Fat Girl", and *The Glass Menagerie*. Three times during the year students will also take vocabulary competency examinations.

EN 33-34: AP JUNIOR ENGLISH (TWO SEMESTERS) This extensive and intensive course in literature and writing will provide an academic challenge for highly motivated students of English. Much of the literature will focus on the non-fiction and fiction of American Literature. In addition students will write in a variety of forms-persuasive, expository, and narrative. This course will require supplementary work over the summer and during vacations. Students must maintain a B+ or higher average for sophomore English and receive the recommendation of their teacher. Selection will be made by the English department. Students must sit for the AP Language and Composition exam in May.

AS 31-32: AMERICAN STUDIES (TWO SEMESTERS, TWO CREDITS) What do American literature and history have in common? Both offer a narrative of human lives. This course offers a unique opportunity to examine American social, political, cultural, and artistic movements through the perspectives of history and literature. Working within a chronological framework, we will examine American society from European contact through the present. We will focus our analysis on events, movements, groups, and individuals who have shaped and continue to influence American culture. A 10-page research paper is required. This course meets for a double period, and fulfills credits for junior English & United States History. (Prerequisite: two semesters of history; applicants must submit a one-page typed letter explaining their desire to enroll in this course.)

EN 40: SENIOR ENGLISH To fulfill the English requirement each senior will take a common course in the fall semester and then select one spring-semester course. Descriptions of the fall common course and samples of past electives are printed below:

FALL SEMESTER By reading "paired texts," students will explore the depth, breadth, and variety of human experience that literature provides its readers. The core texts for this course will be William Shakespeare's *Hamlet* and Mary Shelley's *Frankenstein*. Each piece will be paired with another text of the teacher's choosing. All seniors, except those enrolled in the AP Senior English course, will take this course.

SPRING SEMESTER (SAMPLES) The Last Men's Club: A Look at the Beat Writers This course will examine the literature of the Beat writers of the 1950s and early 1960s. A discussion of The Black Mountain poets will be an integral part of the class. The music of the time will also be examined. Special attention will be paid to the movement's rather masculine bias and its subsequent demise as a literary expression because of that bias. Specific writers to be read and discussed will be Kerouac, Ginsberg, Corso, Snyder, Ferlingheti, Olson, Creeley, and Robert Duncan.

Laughing Matters: An Exploration of Comedy and Satire In this seminar we will explore the theories and practice of comedy and satire. Works by authors such as Aristophanes, Plautus, Shakespeare, Swift, Eliot, and Waugh will be studied in conjunction with the visual art of Hogarth, Rowlandson, and Steinberg (among others) and familiar films such as *Blazing Saddles* and various Monty Python productions. Students will engage in a culminating independent reading assignment that will allow them an opportunity to select a comical/satirical piece for in-depth exploration and presentation. Because of scheduling difficulties first and even second choices are not always possible to arrange; the four priorities for the semester should be clearly indicated on the student's special Senior English registration sheet in May. In addition three times during the year students will take vocabulary competency exams.

EN 51-52: AP SENIOR ENGLISH (TWO SEMESTERS) This course is designed as a first year college level English course. Students will study a variety of works from both the American and English literary traditions and from various time periods from the sixteenth century to the twentieth century. By confronting challenging reading and writing assignments, students will learn to become skilled, mature, critical readers and to become practiced, logical, succinct writers. Students must maintain a B+ average in junior English in order to be eligible to take this course. It will meet for an additional class period each week and there will be additional reading during the summer and other vacations. Students must sit for the AP Literature and Composition exam in May. In addition students will take vocabulary competency exams three times during the year.

English as a Second Language (ESL)

ES11-12: INTERMEDIATE ESL The focus of intermediate ESL is acclimation to American culture and the Governor Dummer community. Students are prepared to meet the academic and social expectations through extensive listening and speaking practice in class, and through reading, writing and reflecting on literature and their own first year experience. This course has exactly the same requirements as Advanced ESL except it is not taught at the advanced level - it is taught at the intermediate level.

ES13-14: ADVANCED ESL This course is an intensive English as a Second Language course taught at the advanced level, with reading, writing , listening and speaking skills emphasized. In addition, the students are required to communicate with people outside the community two hours per week.

MATHEMATICS DEPARTMENT

The core program includes Algebra I, Geometry, and Algebra II as required courses. The focus is on the symbolic language of algebra, geometric objects, sound arguments, and first exposures to functions, graphing, problem solving, and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations, and experience applying appropriate concepts and strategies and appropriate use of technology in given situations.

MA 11-12: ALGEBRA I (TWO SEMESTERS*) This first course in algebra emphasizes basic concepts, understanding, and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), applied problem-solving, graphs, exponents, radicals, linear and quadratic relations, factoring, rational expressions, equations, and inequalities.

MA 21-22: GEOMETRY (TWO SEMESTERS**) In this course the students are introduced to Euclidean Geometry. The challenge of being able to solve problems using the components of deductive structure and employing traditional, coordinate, and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on one another.

MA 31-32: ALGEBRA II WITH TRIGONOMETRY (TWO SEMESTERS) This is an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; conic sections; rational, real, and complex number systems; and introductions to exponential, logarithmic, and trigonometric functions. Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. Students will also apply these concepts and skills to the solution of real world applied problems. (Students are ready for the Math Level I SAT II Test after MA 32.)

MA 35-36: HONORS ALGEBRA II (TWO SEMESTERS) This honors course offers deeper coverage of the topics considered in MA 31-32 and introduces sequences, series, and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 55-56. (Students are ready for the Math Level I SAT II Test after MA 36.)

MA 41-42: STATISTICS (TWO SEMESTERS) Through the study of elementary combinatorics, probability, and descriptive statistics, students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians, and the like who bombard us with "evidence" for taking their positions. (11th and 12th graders only; can be taken concurrently with another mathematics course with department approval.)

The two Precalculus courses, MA 45-46 and MA 47-48, continue the traditional route from arithmetic through algebra and analysis to the calculus, either in high school or college. Precalculus reviews and extends both algebraic skills with applications and explores the concept of a function and its applications. Students in these courses are ready for Math Level IC SAT II Test if taken in December, and Math Level IIC SAT II Test at the June session.

MA 45-46: PRECALCULUS (TWO SEMESTERS) (The traditional sequence may include an extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, sequences, the binomial theorem and mathematical induction, and elementary probability.) Some introduction to the ideas of the calculus is also included. This first course beyond the academy's requirement is strongly encouraged as the goal of all students. It has fast become a necessary part of a fuller education, useful to those wishing to maximize their options for college majors and employment opportunities as well as those aspiring toward the sciences or mathematics.

MA 47-48: HONORS PRECALCULUS (TWO SEMESTERS) This honors course offers deeper coverage of the material than the MA 45-46 Precalculus course. The elementary functions are completely explored with the assistance of a graphing calculator. Other areas such as limits, mathematical induction, polar coordinates, and vectors will be included in the course. In the last quarter of the course, students will start AP Calculus. (AP Calculus is the usual sequel.)

MA 51-52: AP STATISTICS (ADVANCED PLACEMENT; TWO SEMESTERS) The goal of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusion from data. Students will be exposed to four main conceptual ideas: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. (MA 45-46 is a prerequisite; Advanced Placement Exam administered in mid-May is required; can be taken concurrently with another mathematics course with department approval.)

MA 55-56: AB-CALCULUS (ADVANCED PLACEMENT; TWO SEMESTERS) This introduction to the calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and to economics, physical sciences, and life-sciences. (MA 47-48 is the usual prerequisite; Advanced Placement Exam administered in mid-May is required.)

MA 57-58: BC-CALCULUS (ADVANCED PLACEMENT; TWO SEMESTERS) In addition to the material covered in AB-Calculus not already covered in MA 48, topics include limit theory, continuity, and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. (MA 47-48 or MA 55-56 is a prerequisite; Advanced Placement Exam administered in mid-May is required.)

MA 61-62: ADVANCED TOPICS IN MATHEMATICS (TWO SEMESTERS; MINOR COURSE) This course is for students who have completed BC-Calculus as juniors. Study will include topics from discrete mathematics and non-linear dynamical systems, perhaps to include some topics from the calculus and problem solving. In this way the student's background will be broadened.

MA 63-64: ADVANCED TOPICS IN MATHEMATICS (TWO SEMESTERS; MAJOR COURSE) This course is for students who have completed BC-Calculus as juniors. Study will include topics from linear algebra and matrices and from number theory, perhaps to include some topics from the calculus and problem solving. In this way the student will develop a broader background and will be better prepared to read mathematics in college. A project is likely to be involved.

NOTES:

*▪ A special section of MA 11 may (depending on enrollment) be offered in the spring semester for those requiring a fresh start in Algebra I. They will be required to complete MA 12 during the ensuing summer before entering Geometry (MA 21-22) the next September. In addition, a special section of Honors Algebra I (MA 16) may (depending on enrollment) be offered in the spring semester for those students that have demonstrated high achievement and effort in MA 11.

**▪ In addition, a special section of Honors Geometry (MA 26) may (depending on enrollment) be offered in the spring semester for those students that have demonstrated high achievement and effort in MA 21.

- Placement in all courses will be determined by the department's recommendation. Exceptions require written permission of the chairman and the current teacher.
- The department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business will need to study mathematics in all four years.
- Students who have completed precalculus (MA 45-46 or 47-48) are advised to take the Math Level II SAT II Test. Those who are only half-way through precalculus or at the end of Algebra II or Statistics are advised to take the Math Level I SAT II Test. Those who have not completed Algebra II are not fully prepared for either test.
- Very strong students of Algebra I who have more than an abiding interest in mathematics/science may take Geometry and Honors Algebra II concurrently in the tenth grade with the approval of the Advisor, the Department Chair, and the Academic Dean. It is not permitted to double up with Geometry and regular Algebra II trying to accelerate a full year in the mathematics program.
- Students enrolled in any of the following upper-level courses may not discontinue these year-long commitments at semester break in January: MA 41-42 MA 43-44, MA 45-46, MA 47-48, MA 51-52, MA 53-54, MA 55-56, MA 57-58, MA 61-62, AND MA 63-64.

- Students will be required to have a graphing calculator throughout the mathematics program. (They will be required to use an advanced scientific graphing calculator made by Texas Instruments - the TI 83+.) Computer software packages in spreadsheets, graphing programs, and statistics programs will also be woven into the program's curriculum.

HISTORY AND SOCIAL STUDIES DEPARTMENT

HS 11-12: HERITAGE AND IDENTITY (TWO SEMESTERS) This introductory course teaches basic skills and examines how historical heritage and personal decision-making shape values and identity. One semester will focus on civics and will study the Constitution of the United States and the rights and responsibility of American citizenship. Other political models will be examined as well. A core textbook, novels, films, and current events will provide context for exploring these themes. The other semester will be spent using the *Facing History and Ourselves* curriculum where students evaluate historical events such as the Holocaust through the lense of their own values and personal decision-making processes. Through this course, students are exposed to non-Western cultures and to world and local geography. (Normally in 9th grade.)

HS 21-22: MODERN EUROPEAN HISTORY (TWO SEMESTERS) The first quarter examines the significance of the impact of revolutionary ideas in western Europe, from the Renaissance and Reformation through the Enlightenment and from the Scientific Revolution to the Industrial Revolution, including the advent of Marxism. Two political revolutions that result are studied in the second quarter: the French Revolution and the Russian Revolution of 1917. The march of nationalism to imperialism and The Great War is the focus of the third quarter, while modern totalitarianism, in the form of Nazism and Stalinism, is studied in the last quarter. (Normally in 10th grade.)

HS 31-32: UNITED STATES HISTORY (TWO SEMESTERS) This chronological survey focuses upon significant governmental, social, and economic issues and developments in the nation's history. Students work from primary and secondary sources, write frequent position papers and analytical essays, and research and write a 10-15-page thesis. (Prerequisite: two semesters of history; 11th or 12th grades.)

HS 33-34: AP UNITED STATES HISTORY (ADVANCED PLACEMENT; TWO SEMESTERS) This section will undertake a more intensive study of American history. The syllabus will emphasize work with documents, and analytical work in political, economic, constitutional, and social history of the United States. Students are required to take the AP exam in May, and to write a major research paper. (Departmental approval is required; 11th or 12th grades.)

AS 31-32: AMERICAN STUDIES (TWO SEMESTERS, TWO CREDITS) What do American literature and history have in common? Both offer a narrative of human lives. This course offers a unique opportunity to examine American social, political, cultural, and artistic movements through the perspectives of history and literature. Working within a chronological framework, we will examine American society from European contact through the present. We will focus our analysis on events, movements, groups, and individuals who have shaped and continue to influence American culture. A 10-page research paper is required. This course meets for a double period, and fulfills credits for junior English & United States History. (Prerequisite: two semesters of history; applicants must submit a 1-page typed letter explaining their desire to enroll in this course.)

All remaining History Department courses have a prerequisite of U.S. History and are generally limited to one section:

HS 37: POST-WAR AMERICA (FALL; HALF-CREDIT) "From Yalta to Megatrends." This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam, and Watergate. We will also consider America in the '80's under President Reagan and conclude by speculating about the future. A focus of the course will be comparing the 50s to the 60s and discussing which decade best fulfills the ideals that America professes. (Normally in 12th grade.)

HS 39: WOMEN'S ISSUES IN AMERICAN HISTORY (FALL; HALF-CREDIT) This course will chart the struggle for women's equality beginning with the colonial period and ending with an examination of the status of women in America today. Topics to be examined include the campaign for women's suffrage, the advancement of women's educational opportunities, the role of women in reform movements, and the modern feminist movement. (Normally in 12th grade.)

HS 44: AFRICAN HISTORY (SPRING; HALF-CREDIT) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism, and recent social, political, and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region. (Normally in 12th grade.)

HS 45: RUSSIAN HISTORY (FALL; HALF-CREDIT) This course stresses political, social, and geographic factors in the development of modern Russia. Political thought and modernization are important themes throughout the course, which will emphasize the period - history and literature from the turn of the century to the present. (Normally 11th or 12th grades.)

HS 48: MIDDLE EASTERN HISTORY (SPRING; HALF-CREDIT) This course will emphasize the history of the Middle East, particularly the Arab-Israeli conflict, during the twentieth century, especially after World War II. Political, social, religious, and economic developments, as well as current issues, will be dealt with in readings and discussions. (Normally in 12th grade.)

HS 49: SUPREME COURT, CONSTITUTION & CURRENT ISSUES (FALL; HALF-CREDIT) This course will investigate the historical background to the framing of the United States Constitution and engage in an in depth analysis of the document itself. The course will then examine the role of the Supreme Court in interpreting the Constitution and making public policy. Landmark cases like Marbury v Madison, Plessey v Ferguson, Lochner v New York, Brown v Board of Education, Sullivan v New York and Roe v Wade will be examined. (Normally in 12th grade.)

HS 51: MICROECONOMICS (FALL; HALF-CREDIT) The behavior of consumers and producers, decisions facing individuals and firms. To illuminate these concepts, students will pursue a traditional introduction to concepts such as the laws of supply and demand, opportunity cost, the marginal principle, the principle of diminishing returns, and the spillover principle. Concurrently, students will consider the evolution of man's economic behavior and the theories that have arisen to describe that behavior. Current events will provide opportunities for practical application of course material. Students will be encouraged to use the language and concepts of economics to explore their positions on issues such as the environment, affirmative action, income distribution, and wealth disparities. (Normally in 12th grade.)

HS 52: MACROECONOMICS (SPRING; HALF-CREDIT) Growth and production, employment, financial markets, monetary and fiscal policy, aggregate supply and demand, the national and international economy. Concurrently, students will consider the welter of statistics used to describe and predict economic fluctuations. A stock market project and discussion of current events will provide opportunities for practical application of course material. As in the fall, students will be encouraged to use the language and concepts of economics to explore their positions on issues such as the environment, affirmative action, income distribution, and wealth disparities. (Normally in 12th grade.)

HS 53: COMPARATIVE RELIGION (FALL; HALF-CREDIT) This course will offer an examination of Judaism, Christianity and Islam. Special attention will be paid to common religious themes as well as differences in both belief structures and supporting ethical tenets. The origins and the social, political, cultural, and economic impact of religious activity will also be examined. Consideration of literature, movies, art and music will supplement the core textbook. Current events will provide opportunities for practical application of course material. May be take in conjunction with or independent of HS 54. (Normally in 12th grade.)

HSS4: COMPARATIVE RELIGION (SPRING; HALF-CREDIT) This course will offer an examination of Hinduism, Jainism, Buddhism, Taoism, Confucianism and Shinto. Special attention will be paid to common religious themes as well as differences in both belief structures and ethical tenets. The origins and the social, political, cultural, and economic impact of religious activity will also be examined. Consideration of literature, movies, art and music will supplement the core textbook. Current events will provide opportunities for practical application of course material. May be taken in conjunction with or independent of HS 53. (Normally in 12th grade.)

HS 63/64: INTRODUCTORY PSYCHOLOGY (FALL OR SPRING; HALF-CREDIT) This course introduces students to the discipline of psychology as a science and to the actual practice of psychology. Areas covered include methods and history, physiological bases of behavior, perception, learning, cognition, and motivation. Also addressed are the major areas of personality theory, developmental psychology, psychopathology, and treatment of psychological disorders. Students interested in taking the AP exam in Psychology should take this course in the spring. (12th grade only.)

FOREIGN LANGUAGE DEPARTMENT

French

FR 11-12: FRENCH I (TWO SEMESTERS) This course introduces fundamental French communication skills, both oral and written. Basic grammar is presented along with an introduction to French civilization and readings. Most coursework is conducted in French, and multi-media materials are utilized to enrich classroom instruction.

FR 21-22: FRENCH II (TWO SEMESTERS) This course reviews and extends the goals of first year French. Most coursework is conducted in French, and multi-media materials are utilized to enrich classroom instruction.

FR 31-32: FRENCH III (TWO SEMESTERS) In this course the mastery of basic communicative skills continues (including a basic review of grammar), while the student is also introduced to aspects of French culture. Most coursework is conducted in French and multi-media materials are utilized to enrich classroom instruction.

FR 33-34: ACCELERATED FRENCH III (TWO SEMESTERS) This course is a more rigorous and intensive version of FR 31-32 described above. It also includes an introduction to French literature and history. It is designed for the more motivated and capable foreign language student. Coursework is conducted in French. Strong course performance helps students to prepare for the (optional) June French SAT II Test and for advancement to Accelerated French IV.

FR 41-42: FRENCH IV (TWO SEMESTERS) Emphasis in this course is placed on an intensive review of grammar and vocabulary in order to further develop all communication skills. Readings from various sources are also studied. Multi-media materials are utilized to enrich classroom instruction. Coursework is conducted in French. Superior course performance helps students to prepare for the (optional) French SAT II test.

FR 43-44: ACCELERATED FRENCH IV (TWO SEMESTERS) This course is a more rigorous and intensive version of FR 41-42 described above. It is designed for the more motivated and capable foreign language student. Coursework is conducted in French. Strong course performance helps students to prepare for the (optional) French SAT II test and for advancement to Advanced Placement French V.

FR 51-52: FRENCH V (TWO SEMESTERS) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Multi-media materials are utilized to enrich classroom instruction. Coursework is conducted in French. Strong course performance helps students prepare for the (optional) French SAT II.

FR 53-54: ADVANCED PLACEMENT FRENCH V (ADVANCED PLACEMENT; TWO SEMESTERS) This course is designed to prepare advanced language students for the demanding Advanced Placement Examination in French. An intensive review of grammar, vocabulary, and literature is conducted. Advanced composition and conversation skills are also stressed. Once enrolled in this course, students are involved in a rigorous course of instruction and are required to take the Advanced Placement Examination in addition to other course assessments.

FR 91-92: FRENCH INDEPENDENT STUDY (TWO SEMESTERS; MINOR COURSE) This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department at the time of registration. (Note: This course is not open to native speakers.)

German

GR 11-12: GERMAN I (TWO SEMESTERS) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are introduced. Most coursework is conducted in German, and multi-media materials are utilized to enrich classroom instruction.

GR 21-22: GERMAN II (TWO SEMESTERS) Basic mastery of grammar underpins this course, with more emphasis on writing and vocabulary acquisition. Students develop a broader, more confident active command of the language as well. Readings serve to introduce students to more idiomatic expressions. Most coursework is conducted in German and multi-media materials are utilized to enrich classroom instruction.

GR 31-32: GERMAN III (TWO SEMESTERS) Concentrated work in communication skills as well as mastery of basic grammar constitute this course. The student is also introduced to German civilization, history, and literature. Coursework is conducted in German and multi-media materials are utilized to enrich classroom instruction.

GR 33-34: ACCELERATED GERMAN III (TWO SEMESTERS) Accelerated German III is designed for highly motivated students who are ready to begin an intensive reading, writing and speaking program in a faster-paced and more challenging environment. Students would begin reading short stories by contemporary authors, progress to popular plays and finish with several short novels. A challenging writing program would parallel the reading curriculum beginning with journaling, graduating to weekly themes and culminating in a longer paper connected with literature, history or culture. Rewriting at this level would challenge students to digest/use much of the grammar they have learned in previous years. Class work would be conducted in German and would invite students to make periodic presentations in the target language to engage in daily conversations about topical themes, thereby strengthening and broadening their vocabulary.

GR 41-42: GERMAN IV (TWO SEMESTERS) This course includes an intensive review of grammar, regular writing assignments, discussion of current events, and a survey of German Literature. Strong course performance helps prepare the student for the optional German Language SAT II test. Coursework is conducted in German and multi-media materials are utilized to enrich classroom instruction.

GR 43-44: ACCELERATED GERMAN IV (TWO SEMESTERS) Accelerated German IV is designed for highly motivated students who are ready to begin an intensive reading, writing and speaking program in a faster-paced and more challenging environment. Students would begin reading short stories by contemporary authors, progress to popular plays and finish with several short novels. A challenging writing program would parallel the reading curriculum beginning with journaling, graduating to weekly themes and culminating in a longer paper connected with literature, history or culture. Rewriting at this level would challenge students to digest/use much of the grammar they have learned in previous years. Class work would be conducted in German and would invite students to make periodic presentations in the target language to engage in daily conversations about topical themes, thereby strengthening and broadening their vocabulary. Strong course performance helps prepare the student for the (optional) German Language SAT II test. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates *rigorous independent study*. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam, in addition to the other course assessments.)

GR 51-52: GERMAN V (TWO SEMESTERS) The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be required to take the AP exam, in addition to the other course assessments.)

GR 91-92: GERMAN INDEPENDENT STUDY (TWO SEMESTERS; MINOR COURSE) This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration (Note: This course is not open to native speakers.)

Latin

LT 11-12: LATIN I (TWO SEMESTERS) This course uses the *Ecce Romani I* series to present basic grammar, forms, vocabulary, translation, and reading comprehension. Elementary readings, following the life of the Cornelius family, serve as the basis for these components of learning the Latin language. The text also provides students with English readings that examine Roman culture and history, mythology, and the influence Roman civilization has on our own. Students take the Level I National Latin Exam.

LT 21-22: LATIN II (TWO SEMESTERS) The study of basic and more complex grammar, forms, vocabulary, translation, and reading comprehension continues in this course. The *Ecce Romani II* text presents students with the second half of the Cornelius family's story while also asking them to consider deeper cultural and historical topics. Students take the Level II National Latin Exam.

LT 31-32: LATIN III (TWO SEMESTERS) This course uses the *Ecce Romani III* text to focus on Latin readings concerning exciting events and interesting personalities from the first centuries B.C. and A.D. Emphasis is placed on reviewing previously met Latin grammar and forms, learning the final pieces of Latin grammar, improving translation skills, and the discussion of literary and cultural themes. An introduction to Latin verse is included in the second semester. Students take the Level III National Latin Exam. Strong course performance helps prepare students for the (optional) June Latin SAT II test.

LT 41-42: LATIN IV (TWO SEMESTERS) The focus of this course is literary: the poetry of Catullus, Horace, Ovid or Vergil, the prose of Cicero, or the writings of other authors provide the course readings. Students study the elements of Latin literature and Roman culture in depth and react to the issues that arise. Emphasis is also placed on strengthening grammatical and translation skills. Students take the Level IV National Latin Exam, and strong performance helps prepare them for the (optional) SAT II test. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam.)

LT 51-52: LATIN V (TWO SEMESTERS) The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Students take the Level V National Latin Exam. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam.)

LT 91-92: LATIN INDEPENDENT STUDY (TWO SEMESTERS; MINOR COURSE) This individualized tutorial is available to motivated students with excellent language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration.

Spanish

SP 11-12: SPANISH I (TWO SEMESTERS) This course introduces fundamental Spanish communication skills, both oral and written. Basic grammar is presented along with an introduction to Hispanic Civilization and readings. Most coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction.

SP 11-12H: SPANISH FOR HERITAGE LEARNERS (TWO SEMESTERS) This course is designed for bilingual Hispanic speakers to begin their formal study of Spanish. The goal of this course is to acquaint students with Spanish in its written form and to expand students' overall knowledge of the language. The students learn the various differences between formal written Spanish and casual, every day and regional Spanish. They acquire an improved command of the various forms of formal spoken Spanish. In addition, the syllabus introduces selected short stories, which are representative of the most popular of Spanish literary genres. All coursework is conducted in Spanish.

SP 15-16: PRACTICAL APPLICATIONS IN SPANISH I (TWO SEMESTERS) This course is similar to SP 11-12 but presents Spanish language mastery instruction primarily from a communicative approach. Most coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track. NOTE: This is not an elective course.

SP 21-22: SPANISH II (TWO SEMESTERS) This course reviews and extends the goals of first year Spanish. Most coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction.

SP 25-26: PRACTICAL APPLICATIONS IN SPANISH II (TWO SEMESTERS) This course is similar to SP 21-22 but presents Spanish language mastery instruction primarily from a communicative approach. Coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track. NOTE: This is not an elective course.

SP 31-32: SPANISH III (TWO SEMESTERS) In this course the mastery of basic communicative skills continues (including a basic review of grammar), while the student is introduced to aspects of Hispanic culture. Most coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction

SP 31-31H AP LANGUAGE SPANISH FOR HERITAGE LEARNERS (ADVANCED PLACEMENT; TWO SEMESTERS) This course is designed to prepare advanced heritage students (bilingual Hispanic speakers) for the demanding Advanced Placement Examination in Spanish Language as well as for other assessments. Students develop their abilities in composition writing and intensively review grammar in order to prepare for the Exam. Students also read widely from Spanish literature to become familiar with its most important authors. All coursework is conducted in Spanish.

SP 33-34: ACCELERATED SPANISH III (TWO SEMESTERS) This course is a more rigorous and intensive version of SP 31-32 described above. It also includes an introduction to Hispanic literature. It is designed for the more motivated and capable foreign language student. Coursework is conducted in Spanish. Strong course performance helps students to prepare for the (optional) June Spanish SAT II test and for advancement to Accelerated Spanish IV.

SP 35-36: PRACTICAL APPLICATIONS IN SPANISH III (TWO SEMESTERS) This course is similar to SP 31-32 but presents Spanish language mastery instruction primarily from a communicative approach. Coursework is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track. Note: This is not an elective course.

SP 41-42: SPANISH IV (TWO SEMESTERS) Emphasis in this course is placed on an intensive review of grammar and vocabulary in order to further develop all communicative skills. Readings from various sources are also studied. Multi-media materials are utilized to enrich classroom instruction. Coursework is conducted in Spanish. Superior course performance helps students to prepare for the (optional) Spanish SAT II test.

SP 41-42 H: AP LITERATURE SPANISH FOR HERITAGE LEARNERS (ADVANCED PLACEMENT; TWO SEMESTERS) This course is designed to prepare advanced heritage students (bilingual Hispanic speakers) for the demanding Advanced Placement Examination in Spanish Literature. Students develop their abilities in composition writing as well as read widely from Hispanic literature in order to prepare themselves fully for the Exam. All coursework is conducted in Spanish.

SP 43-44: ACCELERATED SPANISH IV (TWO SEMESTERS) This course is a more rigorous and intensive version of SP 41-42 described above. It is designed for the more motivated and capable foreign language student. Coursework is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test and for advancement to Advanced Placement Spanish V.

SP 51-52: SPANISH V (TWO SEMESTERS) The description for this course is the same as that for SP 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Audio/video cassettes are utilized to enrich classroom instruction. Coursework is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test.

SP53-54: ADVANCED PLACEMENT SPANISH V (TWO SEMESTERS) This course is designed to prepare advanced language students for the demanding Advanced Placement Examination in Spanish. An intensive review of grammar, vocabulary, and literature is conducted. Once enrolled in this course, students are involved in a rigorous course of instruction and required to take the Advanced Placement Examination in addition to other course assessments.

SP 91-92: SPANISH INDEPENDENT STUDY (TWO SEMESTERS; MINOR COURSE) This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration. (Note: This course is not open to native speakers.)

NOTES:

- NATIVE SPEAKERS: Those native speakers who need co-validation for their government/school must take an advanced level examination. Upon successful completion, credit will be granted by the Department.
- Students must take three consecutive levels (years) of the same foreign language to fulfill the Governor Dummer Academy graduation requirement. Those students considering selective colleges should plan to take at least four years of one foreign language. Such institutions are impressed by students who take the full sequence of one language.
- Capable foreign language students are encouraged to begin an additional foreign language at GDA while continuing advanced study of the first foreign language.
- Foreign language students at Governor Dummer Academy have a number of enrichment opportunities which include exchanges, trips abroad, language club outings, audio/video cassette presentations, daily foreign language satellite and cable news programming, and extensive Internet access to foreign language periodicals, newspapers, and Web pages.

SCIENCE DEPARTMENT

SC 11-12: FRESHMAN SCIENCE (TWO SEMESTERS; REQUIRED OF ALL 9TH GRADERS.) Freshman take either one or two one-year courses, Freshman Biology or Freshman Physics, both introductory courses in their subjects. Both courses will introduce the students to basic laboratory skills, report writing and the use of technology in the laboratory, background necessary to the further study of science. Both are experiential and include many hands-on activities.

Students taking Freshman Biology will explore the fields, marshes and woods surrounding our campus and will experience a naturalist's approach to the study of biology, as well as topics including the basis of genetic inheritance, evolution and the diversity of life. (No prerequisite)

Students taking Freshman Physics will learn basic concepts of physical science, in addition to traditional topics in physics. Appreciation of physics involves fluency in basic algebra; therefore, students will be recommended for Freshman Physics based on their math experience and aptitude. (Prerequisite: permission of the department)

UPPER-CLASS SCIENCE COURSES

SC 10: LIFE SKILLS (ONE QUARTER; ONE-QUARTER CREDIT; REQUIRED OF ALL 10TH GRADERS) The focus of this course will be toward the acquisition of health knowledge and decision-making skills which will encourage students to promote wellness, avoid injury, and prevent disease. In learning to appreciate one's role in the health and well-being of self, family, and community, students should acquire life-long healthy habits and practices.

SC 21-22: BIOLOGY (TWO SEMESTERS) A hands-on approach to biology with emphasis on laboratory observation and experimentation, data gathering and fieldwork to understand the unity, interaction, and continuity of life.

SC 23-24: HONORS BIOLOGY (TWO SEMESTERS) A demanding introductory course for the student who is willing and able to engage in an intensive study of biology at an accelerated pace. The course emphasizes the relationships among living things at each level of organization. Laboratory work illustrates and emphasizes these relationships. (Prerequisite: successful completion of one year of chemistry and permission of the department.)

SC 25-26: CONCEPTUAL BIOLOGY (TWO SEMESTERS) This course takes an environmental, ecological approach to the study of introductory biology. Laboratory and field experimentation is emphasized, with focus on the concrete and descriptive aspects of biology. Prior study of chemistry is not required. (10th, 11th or 12th grades.)

SC 27-28: AP BIOLOGY (TWO SEMESTERS) This course is designed to prepare students for the College Board Advanced Placement exam in biology. It covers the material expected in a first year college level introductory biology course and meets for one additional laboratory period, compared to the standard GDA science course. (Prerequisite: successful completion of one year of chemistry and permission of the department.)

SC 31-32: CHEMISTRY (TWO SEMESTERS) A general introduction to chemical theory and laboratory procedures. (10th, 11th, or 12th grades.)

SC 33-34: HONORS CHEMISTRY (TWO SEMESTERS) A demanding introductory course for students with strong aptitudes and a strong interest in science. This course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of chemistry. (Prerequisite: successful completion of Algebra I with honors-level achievement and permission of the department.)

SC 35-36: APPLIED CHEMISTRY (TWO SEMESTERS) In this laboratory course students will learn basic chemical principles through investigation of chemistry's impact on society. Environmental issues currently confronting our society and the world will serve as a basis for introducing the chemistry needed to understand them. Students will explore how chemical concepts apply to their daily lives and the world around them. The course uses the American Chemical Society text, *Chemistry in the Community.* (10th, 11th and 12th grades.)

SC 37-38: ADVANCED CHEMISTRY (TWO SEMESTERS; MINOR COURSE) Advanced Chemistry is a second year course that reviews and further develops the first year chemistry course. It includes projects or topics chosen by the students and the instructor as time permits. Completion of two years of chemistry (Honors Chemistry followed by Advanced Chemistry) results in an introduction to all the major topics in a college freshman chemistry curriculum. [Prerequisite: successful completion of one year of chemistry (honors or accelerated level recommended) and permission of the department.]

SC 41-42: PHYSICS (TWO SEMESTERS) This course is designed for the student who probably won't major in science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the twenty-first century. An extensive amount of laboratory work using microcomputer-based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry is also a goal of the course. This course covers mechanics, dynamics, energy, waves, sound and optics. Some astronomy is also discussed. At the completion of the course, the student should be more able to make responsible decisions regarding science in an age of increasing technological complexity. (Prerequisite: Algebra II, completed or studied concurrently and permission of the department.)

SC 43-44: HONORS PHYSICS (TWO SEMESTERS) A demanding introductory course for the student with strong aptitudes who is willing and able to engage in an intensive study of physics. The course covers traditional topics in mechanics, dynamics, wave motion, modern physics, and electricity. While an experimental approach to developing concepts is emphasized, problem-solving also is stressed. It is not intended to be an AP course, but is a prerequisite for Advanced Physics and AP Physics. (Prerequisite: successful completion of Algebra II with honors-level achievement and permission of the department.)

SC 45-46: CONCEPTUAL PHYSICS (TWO SEMESTERS) Conceptual Physics is a laboratory course that builds understanding with concepts before computation. Physical phenomena are explained in English first. Algebraic relationships in physics are then used as guides to thinking. Finally, physics problems are solved as a way of verifying students understanding of concepts. The course deals with mechanics, kinematics, wave theory, and other topics. The text for the course is *Conceptual Physics* by Hewitt. Extensive use is made of the software program "Interactive Physics" to model physical systems. (Prerequisite: Algebra II, completed or studied concurrently.)

SC 47-48: ADVANCED PHYSICS (ADVANCED PLACEMENT; TWO SEMESTERS) A second-year physics course that reviews and continues the study of Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, thermodynamics, relativity, and quantum mechanics. This course is especially useful to those students planning to take the Physics SAT II in December. Completion of two years of physics (Honors Physics followed by Advanced Physics) results in an introduction to all the major topics in a college freshman physics curriculum. Students can also prepare for the AP Physics exam. (Prerequisite: successful completion of one year of physics and permission of the department. Concurrent Calculus is recommended.)

SC 55-56: AP PHYSICS (TWO SEMESTERS) A second-year physics course which covers the concepts of the B-level College Board Advanced Placement exam. There is special emphasis on electricity, magnetism, quantum mechanics, thermodynamics, angular motion, and relativity. While not primarily a laboratory course per se, experiments will often be included in the curriculum. (Prerequisite: successful completion of Honors Physics with honors level achievement and/or permission of the department.)

SC 51: ECOLOGY (FALL SEMESTER ONLY, ONE HALF-CREDIT, 11TH OR 12TH GRADES) This course begins by introducing students to the basic concepts of ecology: the relationships between organisms, the elements in the environment, and the concept of evolution. These ideas are used as the underpinning for later discussions of the pressing environmental issues we face today. Many laboratories are conducted outdoors with the integration of computer simulations and indoor lab work to bolster understanding. A 2-1/2 hour class is scheduled each week to allow field trips to Plum Island and other local areas of interest. (Prerequisite: one year of biology, and a year of chemistry or physics completed or studied concurrently.)

SC 52: MARINE SCIENCE (ONE SEMESTER, ONE HALF-CREDIT, 11TH OR 12TH GRADES) This study considers the basic principles of physical and biological oceanography. Topics include geology, chemistry, physics, and ecology of marine systems. Emphasis is placed on class and independent projects and field work. (Prerequisite: completion of one year of biology, and a year of chemistry or physics completed or being studied concurrently.)

SC 57-58: HUMAN ANATOMY & PHYSIOLOGY (TWO SEMESTERS,11TH OR 12TH GRADES) This course covers the fundamentals of human anatomy and physiology. Units of study include cell chemistry and structure, tissues and organ systems including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary, reproductive and sensory systems. Students should finish the course witha strong introductory understanding of the structure and function of the human body. (Prerequisite: one year each of biology and chemistry.)

SC 58S: HUMAN ANATOMY & PHYSIOLOGY (ONE SEMESTER, ONE HALF CREDIT, 11TH OR 12TH GRADES) This course covers most of the material as SC 57-58 but not with the same intensity or depth. (Prerequisite: one year each of biology and chemistry.)

SC 81-82: SCIENCE HONORS RESEARCH PROGRAM (TWO SEMESTERS) This "extra credit" program applies to any science course. A research project-including readings, laboratory work, a paper, and a defense-can be applied for by consulting the teacher of the student's current science course, approval at the department's discretion. Successful participation produces an accounting in the grade for the primary course and attachment of the designation "Honors." This provides the student the opportunity to DO some science.

SC 91/92: INDEPENDENT STUDY IN SCIENCE (FALL OR SPRING; .25 CREDIT) Requires planning with and written consent of a Science Department instructor at the time of registration; i.e. prior to June 1.

SCIENCE NOTES:

- All students, especially those contemplating studying science, engineering or medicine in college should include chemistry, biology, and physics in their programs; they also should plan to take a College Board SAT II Test in at least one science along with mathematics.
- Potential science, engineering, or pre-med majors are strongly urged to take chemistry first and then (accelerated) biology or physics.
- In all cases, students should follow the recommendations of the science department. Any deviation from these recommendations must be approved by the Chairman of the Science Department.

NOTE: The remaining offerings, except for Introduction to the Fine Arts and Performance, are not open to 9th-graders.

FINE ARTS DEPARTMENT

FA 11-12: INTRODUCTION TO THE FINE ARTS (TWO SEMESTERS: MINOR COURSE) All 9th graders are required to take IFA, which allows them to discover the wide array of arts offerings available on campus. Each quarter, students rotate to a new discipline and a new teacher, exploring Music, Technical Theatre, Video, Ceramics, Computer Art, Drama, and Studio Art.

VISUAL ARTS

VA 20: PROPAGANDA (SPRING; HALF-CREDIT) This is an art history course that looks at how art has been used throughout time as a means to sway public opinion and cause social change. We will not only be looking at propaganda from a historical sense, but will also be using a variety of medium to create our own images pertaining to the current winds of society. As a participant of this course you would be researching papers, and creating solutions to design problems. Required attendance to relevant shows will be announced as shows present themselves. A lab fee of $20 is required (not available 2005-2006)

VA 21: PAINTING (FALL; HALF-CREDIT) This is an advanced course meant to allow a student who has taken an introductory studio to further knowledge and technique in a variety of painting mediums. We will be looking at the traditional uses of oil and acrylic paints, but also working heavily in watercolor and sumie painting styles. The students will also be learning how to stretch canvas and to create his or her own paints. There will be some class trips to the MFA expected on the odd weekends (depending on what shows are up). Lab fee of $40 is required. (Pre-requisite: Introductory to Studio Art or at least an IFA Studio course.) (not available 2005-2006)

VA 22: INTRODUCTION TO SCULPTURE (SPRING; HALF-CREDIT) This is an introductory studio, and needs no previous art courses to participate. Offered within Sculpture will be basic design concepts, building principles, sculpting methods and an understanding of a variety of mediums. During the first quarter students will create projects using paper, wood, metal, plexiglass or anything else one can dream up. The entire second quarter will be spent working on a two-piece-waste-mold human bust. A lab fee of $40 is required. (not available 2005-2006)

VA 23: COMPUTER ART (FALL; HALF-CREDIT) Students will produce works of art using various computer programs, including Adobe Photoshop and Quark Xpress. The course will encourage experimentation with all aspects of Photoshop. It will cover the design principles and applications necessary for creating such projects as book and CD covers, ads, and magazine layouts. (not available 2005-2006)

VA 25: ARCHITECTURE (FALL; HALF CREDIT) Architecture is a full semester course with each student displaying his or her final project to the community. The first quarter is spent learning the principles of perspective, design, spatial concepts, and basic architectural design. During the second quarter each student will demonstrate her or his knowledge of architecture by designing a structure with a floor plan and elevation design, and by creating a 3-D model of their structure. A lab fee of $30.00 is required.

VA 26F/26: FILM (FALL OR SPRING; HALF CREDIT) This is a full semester upper class course with each student displaying his or her final project to the community. The first quarter is spent studying films and learning the principles of filmmaking techniques (i.e., camera operation, editing, directing, and acting). During the second quarter each student will demonstrate his or her knowledge of filmmaking by working on several separate film projects as part of a film crew. Each student will be required to direct at least one film. Class size limited to 10 students. A lab fee of $50.00 is required.

VA 27S: DRAMA (FALL OR SPRING; HALF-CREDIT) "An Introduction to the Actor's Craft" Students will work on developing the voice, the complete body, the mind and heart of an actor. Textual analysis, character sketch, dance, stage combat and scene study will culminate in a workshop performance at the end of each quarter. In addition to performance, students will be asked to do required reading and to write.

VA 28: PRINTMAKING (SPRING; HALF-CREDIT) This is a studio course that looks at the variety of techniques used in printmaking. We will explore linoleum and wood cut, silkscreen and mono printing practices. Since the course is geared more towards the understanding and demonstrating of the printing process, no art prerequisite is required. There will be a $40 lab fee required. (not available 2005-2006)

VA 30: ANIMATION (SPRING; HALF-CREDIT) This is an introductory course for students who are interested in learning the process of making an animated film. The students will be introduced to animated film makers, as well as different types of animation. They will be required to make a storyboard, write a script, edit, and put sound to their film. The major part of the course is involved in completing a three-minute film. Classes meet for 90 minutes, twice each week. A lab fee of $40 is required.

VA 31/32: CERAMICS STUDIO (FALL OR SPRING; HALF-CREDIT) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel throwing, glazing, and kiln use. Ninety-minute classes meet twice a week. There is a student charge of $50 for materials. (Limited to one section per semester.)

VA 34: INTERMEDIATE CERAMICS STUDIO (SPRING; HALF-CREDIT) This studio course is for the more serious pottery student who wishes to continue to explore further with sculpture and hand-building techniques and more advanced wheel work. The student will learn about different temperature firings such as Saggar, Pit, and Smoke firings, in addition to learning how to fire the kilns.

VA 41/42: PHOTOGRAPHY STUDIO (FALL OR SPRING; HALF-CREDIT) This is a basic studio course in black and white photographic techniques with emphasis on visual perception and expression, the camera, and darkroom skills. A 35-mm camera with adjustable aperture and shutter speed, plus a light meter, is advisable but not required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. There is a lab fee of $50 and students typically spend another $75 to $100 for personal photographic supplies.

VA 43: CARPENTRY FOR THEATRE (FALL; HALF-CREDIT) This one semester course will focus on constructing scenery, staging and properties (aka - props). The course offers a hands on curriculum implementing the safe use of power and hand tools, paints and finishes. The goal of the course is to learn more detailed construction methods currently in use in the entertainment world while gaining valuable lifelong building skills. "Anything Goes" on stage so the projects will be equally varied and diverse in class. There are no prerequisites for this course. All levels of ability will be accepted.

VA 44: LIGHTING AND SOUND (SPRING; HALF-CREDIT) A one semester course dedicated to discovering the finer points of lighting and sound design and implementation, this course will be a hands on application of current theatrical trends. The Performing Arts Center offers state of the art equipment that each student will have the opportunity to learn, to manipulate, and to discover. There are no prerequisites for this course. All levels of ability will be accepted.

VA 54: INTRODUCTORY STUDIO ART (FALL OR SPRING; HALF-CREDIT) This course is designed for the student who wishes to explore art and is curious to learn something about the creative process. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional drawing, design, papier-maché and three-dimensional design. Projects will be assigned in the following media: pencil, block print, and acrylic painting. Student work will be shown in both annual student exhibits. Classes meet for 90 minutes twice each week. A lab fee of $40 is required. (Limited to one section per semester.)

VA 53: INTERMEDIATE STUDIO ART (SPRING; HALF-CREDIT) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis will be placed on drawing and painting, with attention given to the Advanced Placement requirements. Work is required for exhibit. (Prerequisite: VA 51 and the instructor's permission or, for the serious experienced student, a portfolio for audition.) A lab fee of $30 covers the cost of supplies.

VA 55: 2-D DESIGN (FALL; HALF-CREDIT) This course will be looking at how an artist controls the composition of a piece, centering on the elements and principles of art and design. Students will use both computer and traditional materials in this studio and explore such concepts as *active v.s passive placement, color theory,* and *visual literacy*. Even though this is a 2-D course, it will be a prerequisite for any of the AP Studio Portfolios (Drawing/Painting; 2-D Design, 3-D Design). Lab fee is $40.00.

VA 56: PORTFOLIO (SPRING; HALF-CREDIT) This course will focus on the proper techniques for choosing, narrowing and exploring a portfolio concentration. Students will also learn how to photograph work for slides, matt work and design a show. The student's studio work and the art history component of this course are two of the "tools" that a student will use to choose and explore a concentration. There will be writing assignments for this course. Each individual will also participate in a gallery show, either as an individual or with 2 or 3 other artists. This Portfolio course will be a prerequisite for any of the AP Studio Portfolios (Drawing/Painting; 2-D Design, 3-D Design). Lab fee is $40.00.

VA 57-58: ADVANCED STUDIO ART (ADVANCED PLACEMENT; TWO SEMESTERS) This course prepares the artist to present a finished portfolio in either Drawing/Painting, 2-D Design or 3-D Design. Each portfolio is broken up into three distinct components:

Concentration - the focusing in on one concept or subject matter
Breadth - a demonstration of an artist's prolificacy
Quality - pieces that demonstrate an artist's mastery over the medium

The class will also design the end of the year student art show. Lab fee $60.00.

Prerequisites: an introductory course, and intermediate course, 2-D Design and Port folio. We also expect that a student take a college course (or something comparable) the summer before the AP program.

VA 91/92: INDEPENDENT STUDY IN VISUAL ARTS (FALL OR SPRING; .25 CREDIT) Individual study in a topic as arranged by the student in consultation with an instructor from the department. Students meet together once each week to discuss their work. (Prerequisite: VA 51.) A lab fee of $40 is required.

PERFORMING ARTS

PA 10: PUBLIC PRESENTATION SKILLS (ONE QUARTER; ONE-QUARTER CREDIT; REQUIRED OF ALL 10TH GRADERS) This is designed to help students feel comfortable speaking in front of people. Students will learn how to engage an audience using vocal dynamics, explore different presentation styles (e.g. a news cast, a wedding toast, etc), and learn techniques for controlling their anxiety while speaking.

PA 21/22: ELECTRONIC MUSIC COMPOSITION (FALL OR SPRING; HALF-CREDIT) This course is designed to allow students to be creative in the world of sound. The electronic music studio is equipped with synthesizers, computers, samplers, effect processors, and digital recording facilities. No musical or electronic background is required, but it is helpful.

PA 23/24: ORCHESTRA(TWO SEMESTERS; MINOR COURSE) Students learn a variety of chamber music, drawn from standard and contemporary repertoire. This course stresses musical development through individual practice, rehearsals, and regular performance at Fine Arts concerts. Open to all students with basic fluency on an orchestral instrument.

PA 25-26: JAZZ BAND (TWO SEMESTERS; MINOR COURSE) Open to all students by permission of the director. Students learn music from the jazz-rock repertoire and perform regularly in Fine Arts concerts and as the needs of the Academy dictate. This course stresses musical development through individual practice, rehearsals, and regular performance.

PA 27-28: CHORUS (TWO SEMESTERS; MINOR COURSE) "The Academy Singers" is open to all students. This ensemble rehearses a wide variety of choral repertoire from classical to Broadway. The Academy Singers perform at all Fine Arts concerts and at other school events throughout the year. No prior musical training is necessary.

PA 47-48: ADVANCED CHORUS (TWO SEMESTERS; MINOR COURSE) "The First" is open to 10th, 11th and 12th graders by audition only. This ensemble studies and performs American and European choral literature of the 16th through the 19th century, including works written in foreign languages. Potential members should be serious singers, dedicated to perfecting their vocal skills. The First performs at all Fine Arts concerts and at special events at the request of the administration. STUDENTS WISHING TO AUDITION MAY "TEMPORARILY" ENROLL IN THIS COURSE, BUT PERMANENT PLACEMENT IN THIS ENSEMBLE REQUIRES A SUCCESSFUL AUDITION, HELD DURING THE SECOND WEEK OF THE SCHOOL YEAR.

PA 33/34: AMERICAN MUSIC HISTORY (SPRING; HALF-CREDIT) In this course, students trace the roots of American music from 1630 through the present. The first half of the semester focuses on the major musical advances of the 17th through 19th centuries, while the second half explores in-depth the many musical styles which came about during the decades of the 20th century.

PA 41/42: MUSIC THEORY (FALL OR SPRING; HALF-CREDIT) Vocalists and instrumentalists with limited knowledge of music theory are invited to take this basic course. Topics covered include note-reading, scales, key signatures, accidentals, intervals, chords, melodic dictation, and exploration of songwriting. This course is essential for students who plan to study music or the performing arts in college.

PA 44:PA 91/92: INDEPENDENT STUDY IN PERFORMING ARTS (FALL OR SPRING; .25 CREDIT) Individual study as arranged by the student in consultation with an instructor from the department.

PRIVATE LESSONS: Students at GDA have the opportunity to study with talented teachers and performers from the area who offer lessons on various instruments and in voice during the Academic Day. Students and instructors find a common "free-time" block in which to have a 45-minute weekly lesson. Lessons are currently offered in piano, guitar, bass, drums, violin, viola and clarinet. Lessons for other orchestral instruments are based on the availability of teachers and interest from students. For more information, contact Mr. Drelich, Lesson Program Coordinator.

NOTE: Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, the student must indicate both a first and a second choice in any one semester on the course registration form.

INTERDISCIPLINARY SEMINARS

HS 81-82 This is a seminar that meets for 90 minutes in the evening every other week. The course is not graded but a weight is added to the student's grade point average based upon quality of participation and preparation. The seminar focuses on issues that cross disciplines and cover a wide range of topics. Students petition to enter the course and it is open to students from all grades.

SPECIAL NOTE SENIOR SPRING TERM PROJECTS

Some seniors intend to participate in the Senior Spring Term Projects Program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, SENIORS and JUNIORS-to-be may wish to study the special information below detailing course constraints for consideration in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November. *Seniors-to-be seriously contemplating participation in the program are asked to so signify on the salmon-colored course registration sheet now.*

SENIOR SPRING TERM PROJECTS

The following recommendations are proposed for the Spring Term Projects. We would like to emphasize that a Senior Spring Term Project is a privilege, not a right. This valuable experience helps students become more independent and mature.

All projects are subject to the approval of the SSTP Committee and must meet all of the following conditions:

1. Students must maintain at least a C- over-all grade point average (1.7) in their courses through the third quarter in order to take a Senior Spring Term Project. A student who wishes to do a project may petition through the Academic Dean's office if his/her grade point average is lower than a C-.

2. Students may drop up to three classes but are encouraged to limit the number of courses dropped. Any courses that require an AP exam may not be dropped. No distribution requirements may be dropped for a spring term project except for a fourth year of English. Also, the following one-semester courses may not be dropped: CS 40 and HS 64.

3. If a student drops a course for the fourth quarter, he/she will not be required to take the final exam.

However, the project requires a research paper, daily journal, weekly meetings, and a final presentation to the committee. Failure to complete any of these requirements satisfactorily will result in no diploma.

4. Students must get the classroom teacher's approval in order to drop a class. The classroom teacher will determine if the student's performance merits leaving the class by judging a student's overall standing in the course.

ACADEMIC SUPPORT POLICY

The school offers some curriculum adjustments to help students succeed in our academic program. No waivers of academic graduation requirements will be granted. Governor Dummer Academy offers the following academic support to all its students:

Group extra help sessions are made available at regularly scheduled times during the school day and evening by the school's classroom teachers. All students are encouraged to attend these sessions when concepts are unclear.

Additional time on examinations conducted in class may be offered by classroom teachers. A student may request additional time, and the student and teacher must negotiate an appropriate time period and venue.

Students with diagnostic testing may request preferred seating at semester-end final examinations. These arrangements must be made one week in advance and will be accommodated as resources permit.

Students may request individual adult tutors at an additional expense to the family. Generally, tutors are requested after students have availed themselves of extra help with appropriate classroom teachers.

If a student is unable to master a year of English during a school year, the student will be expected to enroll for an additional year at Governor Dummer to make up the year of English.

Students with learning differences that necessitate a nonstandard administration of the PSAT, SAT-I and SAT-II: Subject Tests (Achievements) must submit to the Academic Office a written evaluation from a qualified educational specialist no less than eight weeks prior to the specified test date. The Academic Office provides certification to those students who regularly avail themselves of extended time on examinations given within the school's curriculum after it receives written evaluations by certified learning specialists.

All students may avail themselves of a study and reading skills course provided on campus by an outside agency specializing in such instruction. While proper note taking, study skills, and reading skills are discussed in the regular curriculum at Governor Dummer Academy, the reading and study skills course is intended for those students who need or desire more rigorous instruction in these important skills. The cost of this outside course must be paid by the students' families and is offered every other year.

Governor Dummer Academy does not employ faculty skilled in the areas of remedial reading or writing as these terms are normally understood. The school has computer laboratories, providing word processing software and printers for students to use in preparing writing assignments.

Governor Dummer Academy provides a supervised evening study hall program for those students who are placed on Academic Probation, and those students with a GPA below a 1.7, whose advisors recommend it. Any student may be recommended for this study hall by his or her teachers or advisor.

Courses completed in the summer will not count toward Governor Dummer Academy graduation requirements or a student's grade point average. The only exception for summer work is the second half of Algebra I, with permission of the Mathematics Department. The school may require a student to do academic work during the summer to master content or skills not completed during the school year.

Governor Dummer Academy does not employ any certified learning specialists skilled in the area of learning differences or diagnostic evaluations. Families in need of such testing must arrange diagnostic testing with qualified persons outside the school at their own expense. Any adjustments in academic program recommended by such testing would be limited to the academic support services outlined in this policy.

This policy is effective for all students. Governor Dummer Academy reserves the right to make all final determinations regarding support services for its student body.

COLLEGE COUNSELING

The College Counseling Office staff attempts to establish a partnership with each student and his/her parents to assist in the college counseling process. To this end, Janet Adams-Wall, our Director of College Counseling, brings more than 25 years of college counseling experience to the forefront in offering our students a comprehensive college selection and application program that includes both one-on-one and group meetings beginning in January of the junior year. A college day program in the spring of the junior year provides a chance for each junior and his/her parents to attend an informative session with a college admission officer and to attend a college fair where contact can be made with more than 100 colleges from throughout the country.

In addition to providing a myriad of opportunities to learn more about the college search and application process, the College Counseling Office arranges information meetings on the GDA campus for more than 100 college admission officers to meet with interested students during the fall of their senior year. In addition to numerous websites covering topics pertinent to the college search, the office has an extensive library of materials, including college viewbooks, catalogs, and videotapes.

FROM 1999 TO 2005, GDA GRADUATES HAVE ATTENDED:

Aberdeen, University of (Scotland)
Adelphi University
American University
Amherst College
Babson College
Bard College
Barnard College
Bates College
Becker College
Bentley College
Boston College
Boston University
Bowdoin College
Brandeis University
Brigham Young University
Brown University
Bucknell University
California, University of (Santa Barbara)
Carleton College
Carnegie Mellon University
Case Western Reserve University
Clark University
Colby College
Colgate University
Colorado College
Colorado State University
Concordia University
Connecticut College
Cornell University
Dartmouth College
Denison University
Denver, University of
Dickinson College
Drew University
Drexel University
Duke University
Elmira College
Embry-Riddle Aeronautical University
Emmanuel College (Massachusetts)
Emory University
Endicott College
Fairfield University
Findlay, University of
Florida Atlantic University
Fordham University
Framingham State College
Franklin and Marshall College
George Washington University
Georgia Institute of Technology
Gettysburg College
Gordon College (Massachusetts)
Goucher College
Guilford College
Hampton University
Hartford, University of
Hartwick College
Harvard and Radcliffe Colleges
Haverford College
Hawaii and Manoa, University of
Hobart and William Smith Colleges
Holy Cross, College of the
Howard University
Indiana University Bloomington
Johns Hopkins University
Lafayette College
Lake Forest College
Lawrence University
Lesley College
Lewis & Clark College
Loyola University New Orleans
Lynn University
Maine School of Art
Maine, University of
Maryland, University of (College Park)
Massachusetts, University of (Amherst)
Massachusetts College of Art
Massachusetts Institute of Technology
McGill University
Menlo College
Merrimack College
Miami, University of
Michigan, University of
Minnesota, University of (Twin Cities)
Mount Holyoke College
Muhlenberg College
Nevada, University of (Las Vegas)
New England College
New Hampshire, University of
New York University
North Carolina, University of (Charlotte)
Northeastern University
Norwich University
Notre Dame, University of
Occidental College
Ohio State University
Ohio University
Ohio Wesleyan University
Olivet Nazarene University
Pacific, University of the
Parsons School of Design (New School)
Pennsylvania, University of
Pomona College
Providence College
Puget Sound, University of
Queen's University at Kingston
Quinnipiac College
Quinnipiac University
Randolph-Macon College
Reed College
Rensselaer Polytechnic Institute
Rhode Island School of Design
Rhode Island, University of
Richmond, University of
Roanoke College
Rochester Institute of Technology
Roger Williams University
Rollins College
Rutgers University
Saint Anselm College
Saint Joseph's College (Maine)
Saint Michael's College
Salem State College
San Diego, University of
Santa Clara University
Sarah Lawrence College
Savannah College of Art and Design
Scripps College
Skidmore College
Southern Connecticut State University
Spelman College
Springfield College
St. John's College (Maryland)
St. Lawrence University
Stanford University
Stonehill College
Suffolk University
Syracuse University
Trident Technical College
Trinity College (Connecticut)
Tufts University
Tulane University
Union College (New York)
United States Coast Guard Academy
United States Military Academy
Ursinus College
Vanderbilt University
Vassar College
Vermont, University of
Virginia Wesleyan College
Virginia, University of
Washington and Jefferson College
Wellesley College
Wesleyan College
Wesleyan University
Western Ontario, University of
Wheaton College (Massachusetts)
Williams College

ADMISSION INFORMATION

There are certain requirements that need to be fulfilled in order to be considered for admission. The day student application deadline is **January 15, 2006**, and the deadline for boarding applications is **January 31, 2006**. Candidates who apply after the deadlines will be considered on a rolling basis, as space permits. We have included the following checklist to assist you:

- Schedule a personal interview and tour of the GDA campus through the Office of Admission at 978-499-3120. Appointments may be scheduled Monday through Friday during the academic day.
- Register for the November, December and/or January Secondary School Admission Test (SSAT), administered at centers throughout the world. Information about the SSAT may be obtained through the Academy or from the Secondary School Admission Test Board's website, www.ssat.org (you may register on-line). The SSAT phone number is 609-683-4440. The GDA SSAT code is 3466. Governor Dummer Academy also will accept the Independent School Entrance Examination (ISEE) offered by the Educational Records Bureau in New York, at 1-800-989-3721.
- The Academy requires that international students take the Test of English as a Foreign Language (TOEFL).
- Complete and return the Application for Admission, with the required fee of $50.00 for domestic applications and $100.00 for applications from outside the U.S.
- Complete and return the Student Questionnaire.
- Parents should sign the Transcript Release Form and give it to the candidate's current principal, head of school, or guidance counselor.
- Print or type the candidate's name on the
  *Current English Teacher Recommendation
  *Current Mathematics Teacher Recommendation
  Personal Recommendation
  Special Interest Recommendation (optional)
- And present them, after your first marking period, with the stamped return envelope, to the appropriate persons.

**We accept The Association of Boarding School's common application form*

Governor Dummer Academy places a high value on diversity, and does not discriminate on the basis of race, color, sexual orientation, religion, or national or ethnic origin in admission or in the administration of school programs.

FINANCIAL AID

Governor Dummer Academy is committed to provide deserving students with the opportunity to attend regardless of financial circumstances. Approximately one third of GDA students receive financial aid. Candidates applying for financial aid must meet the requirements of financial need, character and academic potential. For the 2005-2006academic year over $2,200,000 in financial aid was awarded to over one quarter of the student body.
If need is indicated on the application for admission, parents are also asked to:

- Complete a Parents' Financial Statement form, which must be returned by **January 31, 2006**. If the candidate's parents are separated or divorced, both parents must supply financial information.
- Submit the current year's (2005) W-2 forms, the latest signed income tax forms, and the Family Information Sheet to Governor Dummer Academy.

The Office of Admission will send you an acknowledgment when we have received all of your application materials. Governor Dummer Academy will notify candidates of admission decisions on March 10, 2006. Parents of those admitted are to respond to the Academy no later than April 11, 2006.

2005-2006 TUITION AND FEES

TUITION	BOARDING	DAY
(Room and Board)	$35,350	$27,950
FEES		
Smart Card Deposit		
(Student account for books, supplies, etc.)	$750	$750
Tuition Refund Plan	$460.00	$364
General Fee	$700	$550

An optional accident insurance plan is also available.
10% of tuition is due at the time of enrollment for new students, and at the time of re-enrollment for returning students.
Second and third tuition payments are due July 15 and December 1, respectively.

TRUSTEES OF GOVERNOR DUMMER ACADEMY

Daniel M. Morgan '67, P'97 '02, President
Stephen G. Kasnet '62, P'95, Vice President
Gerry Mack P'87 '91 '93, Vice President
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Clifford J. Gillespie
C. David Grayer P'00
Lauren Gudonis P'03
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Reynolds E. Moulton, Jr. '56
Brian H. Noyes '76
James M. Pierce '72
Haskell Rhett '54
George S. Scharfe P'95 '00
Steven G. Shapiro '74
C. Thomas Tenney, Jr. '69
Bruce C. Turner '83

ALUMNI/AE TRUSTEES

Sung-Jin An '92
Jason G. Greenberg '96
Grace P. Jeans '95

ALUMNI/AE COUNCIL

James C. Deveney, Jr. '60, President

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HEADMASTER
Williams College 1973, B.A.
New York University 1981, M.A.
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MATHEMATICS
Amherst College 1964, A.B.
Bowdoin College 1971, M.A.
Appointed September, 1964

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Trinity College 1966, B.A.
Appointed September, 1969

David S. Abusamra
FRENCH, SPANISH
Holy Cross College 1969, B.A.
Middlebury College 1979, M.A.
Appointed September, 1972

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Hollins College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

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Oberlin College 1971, B.A.
Tufts University 1978, M.A.
Lesley University 2000, M.A. (Intercultural Relations)
Appointed September, 1977

Stephen C. Metz
SCIENCE
Trinity College 1972, B.S.
Boston University 1976, M.A.
Worcester Polytechnic Institute 1994, M.S.
Appointed September, 1978

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New England Conservatory of Music 1979, M.A.
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Clarkson College 1970, M.S.
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University of Vermont 1969, B.A.
Antioch College 1993, M.Ed.
Appointed September, 1983

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SCHOOL COUNSELOR; HISTORY
Gordon College 1978, B.A.
Northeastern University 1979, M.Ed.
Appointed September, 1984

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DEPARTMENT CHAIR, MATHEMATICS
Bates College 1985, B.S.
University of New Hampshire 1993, M.S.T.
Appointed September, 1985

A. John Seufert, Jr.
GERMAN
Boston College 1973, B.A.
Tufts University 1981, M.A.
U.S. Naval War College, 1997
Appointed September, 1985

Paul H. Wann
ENGLISH; DRAMA
University of Minnesota 1971, B.A.
Tufts University 1974, M.A.
Appointed September, 1985

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Washington State University 1975, B.A.
University of Southern Maine 1980, M.S.
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Williams College 1979, B.A.
Harvard University 1987, M.Ed.
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ART
Frontbonne College 1966, B.A.
Southern Illinois University 1971, M.F.A.
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Middlebury College 1992, M.A.
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Dartmouth College 1974, A.B.
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Haverford College 1989, B.A.
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Tufts University 1973, B.S.
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University College, Dublin 1982, M.A.
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Cornell College 1975, B.S.S.
Salem State College 1996, M.Ed.
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Simmons College 1984, B.A.
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College of St. Catherine, A.N.P.
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Appointed September, 1998

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